

FRENCH INDG-CHINA

mockery of the Hanoi University: the facade was imposing but its classrooms were empty. The standards were low by comparison with French Universities, but even so appallingly few graduates were turned out. In 1925 there were only twenty-five Bachelors of Arts; and in 1926 only nine. Moreover, the quality of these chosen few was very mediocre. The lack of money and trained teachers was always cited to excuse these defects, but a little more activity on the part of the officials, and some of the money spent on unnecessarily elaborate buildings, might have wrought the needed change.

Varenne concentrated on improving the quality and preparation />f Indo-Chinese teachers. He wanted a Normal School for every province, but his actual achievements fell well below that mark. He raised teachers' salaries, trying to attract better men from France, and yet not Jet them transplant* as they had been doing, the whole French system, Indo-China needed specialized teachers, just as it needed specM programmes. Indo-Chinese diplomas must be made the equivalent of French Universities*. TMs could be done by raising the standards, which in turn depended on the quality of the teaching staff and the super- of a 'Corps of Inspectors. More place on the curricula was to be given to Chinese characters. In 1928 a new *lycee* was opened at Saigon, which immediately took care of six hundred students. Far

more appropriately replace Latin and Greek, to turn the intelligentsia to professional from the idealization of government as the worthy of a cultured man. The to programme lasted through the regime of Even the heart-searchings that

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